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community also, one cannot help thinking that if this brilliant writer devoted her thought more to life and less to theory she would back her admirable sympathies by sounder arguments and have more hope of the fulfilment of a more rational ideal.

MARY GILLILAND HUSBAND.

LONDON.

PORT-ROYAL EDUCATION. Extracts, with an Introduction, by Félix Cadet. Translated, with an Index, by Adnah D. Jones. Pp. 260. Swan Sonnenschein & Co.

Most students of the history of education are familiar with M. Cadet's useful monograph on the educational work and doctrines of the Port-Royalists. We have here a translation of the work into English, which, so far as we have tested it, is correct if not brilliant. So thoroughly is it a translation, indeed, that a passage from Dr. Bain's "Education as a Science" is retranslated from the French into English altogether different from that of the original, and the page reference given is, we presume, to the French edition; at any rate, it differs from that in the English original by one hundred and nine pages. It seems strange, too, to read in a note on page 181 of Plato's "Lois," as if the Greek philosopher wrote originally in French. Similarly on page 2 we are referred to the "Œuvres Sociales" of Channing. As to the work of M. Cadet, but little need be said. There is a sensible introduction, which recognizes the limitations as well as the merits of the Port-Royalists, and this is followed by extracts from their writings, generally, though not quite entirely, dealing with education. There is much that is admirable in the educational doctrines set forth,—the deep religious and moral aim, the self-devotion of the teachers, the gentle firmness of the discipline, and the generally intelligent conception of method. In the last point, the plan of teaching in the mother tongue was the greatest reform advocated. In all these particulars they had, indeed, been anticipated by the great English writers on education of the preceding century, but in most of them they were preaching a doctrine new to French ears; and, indeed, to Continental ears in general. But their system had serious limitations; the isolation of the pupils from ordinary family life, the constant supervision by the masters, the deliberate restriction of education to a very few carefully selected children, the monastic repression and monotony of the pupils' lives, the neglect of physical training, are most serious blots, and prevent us from placing the Port-Royalists—able as they

were—in the front rank of educators. No teacher can, however, read the extracts which M. Cadet gives us without receiving stimulus and suggestions, and we are glad to commend this translation to those who cannot conveniently read the original.

J. WELTON.

THE YORKSHIRE COLLEGE, LEEDS.

THE SEVENTH EARL OF SHAFTESBURY AS SOCIAL REFORMER. By Edwin Hodder. London: Nisbet & Co., 1897.

Mr. Hodder has done well to attempt some abridgment and selection from the larger "Life and Work" of Lord Shaftesbury which he published some ten years ago. The present volume is a new book, and confined to that aspect of his career which has made the name of the seventh Earl of Shaftesbury a household word. It is, in fact, a brief and popular *résumé* of the philanthropic movements to which he devoted his life. It is certainly a striking story that is told, and its effect is heightened rather than diminished by the plain and matter-of-fact way in which it is set out.

SIDNEY BALL.